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ABSTRACT

A global approach to citizenship education, the Human and Environmental Learning Program (HELP), is presented in two sections--one emphasizing the student and the other the teacher. The philosophy and rationale for the program, which integrates environmental education, global studies, and social studies, are outlined. The objective is to expose students to global problems and future crises. Instructional strategies recommended for such a course include audiovisual materials, cultural studies, current events, field trips, guest speakers, and experiential learning. A sample unit on global environments/pollution is presented, including a list of 7 activities using a variety of the instructional strategies outlined earlier. A discussion of the role of the teacher follows. The importance of the teacher's knowledge of environmental education, cultural studies, and historical timeliness is emphasized, as is the need for continuing professional education to insure these teacher competencies. A list of resources and summary remarks concludes the paper. (LP)

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THE GLOBAL CITIZENSHIP CONCEPT:

Preparing Students for Inter-
national Cooperation and Diverse
Cultural Experiencing Through A
Continuous-Integrated-Sequential
Program of Awareness and Exposure
to the Global Human Community

(The Student)

(The Teacher)

Richard Peters, Ed.D.
GLOBAL HORIZONS

MARCH 1984

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Dr. Richard Peters has been involved with the development/delivery/evaluation of environmental education and global studies instructional programs (K-12), and related teacher inservice training, since 1970.

He is directly responsible for the development of:

MAN AND HIS ENVIRONMENT (1970-1971)
STUDENT ENVIRONMENTAL AWARENESS (SEA) (1973-1978)
PEOPLE IN THEIR ENVIRONMENTS (PIE) (1980-1982)
HUMANS AND ENVIRONMENT LEARNING PROGRAM (HELP)
(1981 -)

In addition, Dr. Peters founded GLOBAL HORIZONS in 1981. Since that time, Dr. Peters has been involved with the development of K-12 continuous-integrated-sequential eco/social studies programs. The eco/social studies approach is an attempt to create a blending of key elements of ecological and culture studies -- for purposes of affecting the attitudes/awareness/values of students and youths.

Recent publications include:

"Developing an awareness and understanding of the world"

"Proactive Students in Global Education"
THE SOCIAL STUDIES TEACHER (March/April 1982)

"Developing the Concept of Cooperative Living
Habitats: Understanding India"
THE SOCIAL STUDIES TEACHER (November/January 1982/1983)

"The Role of the Social Studies Supervisor in
Global Education Curriculum Development"
SOCIAL STUDIES SUPERVISORS NEWSLETTER (1983)

"HELP Builds A Global Perspective"
MASSACHUSETTS COUNCIL FOR THE SOCIAL STUDIES
NEWS 'N NOTES (February 1983)

"Getting HELP to Discover the World and Its People"
MASSACHUSETTS COUNCIL FOR THE SOCIAL STUDIES
NEWS 'N NOTES (February 1984)

Peters

STATEMENT

TODAY, we live in a global age! Environmental problems do not stop at national boundries, and in addition to these environmental concerns, technological advances - increased trade - tourism - cultural exchange programs - competition for markets and scarce resources, as well as the continuing arms race, are drawing nations and their people into ever increasingly complex relationships.

As a result of these circumstances, traditional views of the world as being made up of separate nations are rapidly being dispelled and replaced with foci on the role of the individual in a global system. Increasingly, individuals are being required to develop self-conscious awareness of personal involvement in a world society, and to possess a set of attitudinal/social skills which enable them to take effective and responsible action(s) on a global scale.

PERSPECTIVE

If we, as a nation and as a global community, are to control human population growth, better manage finite fuel resources, plan for the distribution of human population groups across the surface of the earth, provide adequate quantities of food and water for various forms of life, conserve the world's forests, improve the quality of the atmosphere, and prevent the future extinction of plant and animal species, then we must begin, now, to educate a generation of 'quality environment' conscious people who will continually balance the interests and needs of nature and humans whenever decisions regarding earth's usage are to be made. ¹

In order to successfully confront and solve problems of human overpopulation, poverty, starvation, and misunderstanding-leading to war, we must begin to prepare today's students for tomorrow's world. ²

¹ Richard Peters, "Putting Global 2000 to Work in the School Curriculum," ENVIRONMENTAL EDUCATION REPORT, January 1981, pgs. 5-6

² Richard Peters, "Proactive Students in Global Education," THE SOCIAL STUDIES TEACHER, March/April 1982, pgs. 4-5

Proactive students are characterized as being properly equipped with knowledge, social skills, and positive attitudes toward global stewardship. These individuals perceive problems facing humankind and the earth, they conduct research and analyze data, they critically assess alternative courses-of-action, and then they commit themselves to act in order to solve problems and to resolve conflicts.

When promoting global perspectives among students, it is critical to develop within the minds of these youths perceptual bridges between HERE (where the individual is geographically/physically located at any given time) and THERE (the rest of the geographical/physical world at the same time).³

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Richard Peters, "HELPing Build A Global Perspective,"
MCSS NEWS 'N NOTES, February 1983, pg. 9

GLOBAL CITIZENSHIP

As young children and youths progress from grade-to-grade through a continuous-integrated-sequential program of environmental education/global studies/social studies instruction (K-12), direct and vicarious awareness of/exposure to diverse eco/social settings (ecological/cultural environments) help to establish 'global perspective' concepts in their minds.

As the individual develops perceptions of 'oneness' with the global community, he/she also begins to ponder the related rights and responsibilities which every human being must enjoy/assume. Among these rights and responsibilities are:

the RIGHT of free passage from one nation-state to another -- so long as the individual has not violated the law;

the RIGHT to live in quality natural and social environments;

the RIGHT to free speech and self-expression -- within the law;

the RIGHT to life, liberty, the pursuit of happiness, and the security of domestic tranquility;

the RIGHT to recreate in surrounding
natural/social environments;

the RESPONSIBILITY to live in peace
and harmony with the human global
community;

the RESPONSIBILITY to identify problems/
situations hazardous to humans and nature,
and to actively work for their solution;

the RESPONSIBILITY to educate future
generations in the art of global citizen-
ship and environmental stewardship;

the RESPONSIBILITY to 'care' for the
plight of all human beings, all the
creatures of nature, and the quality of
life space environments.

HELPing FOSTER GLOBAL PERSPECTIVES

The HUMANS AND ENVIRONMENT LEARNING PROGRAM (HELP) perspective for learning is multi-dimensional; from the individual (A) - to the community (B) - to the state/nation (C)(D) - to the world (E).

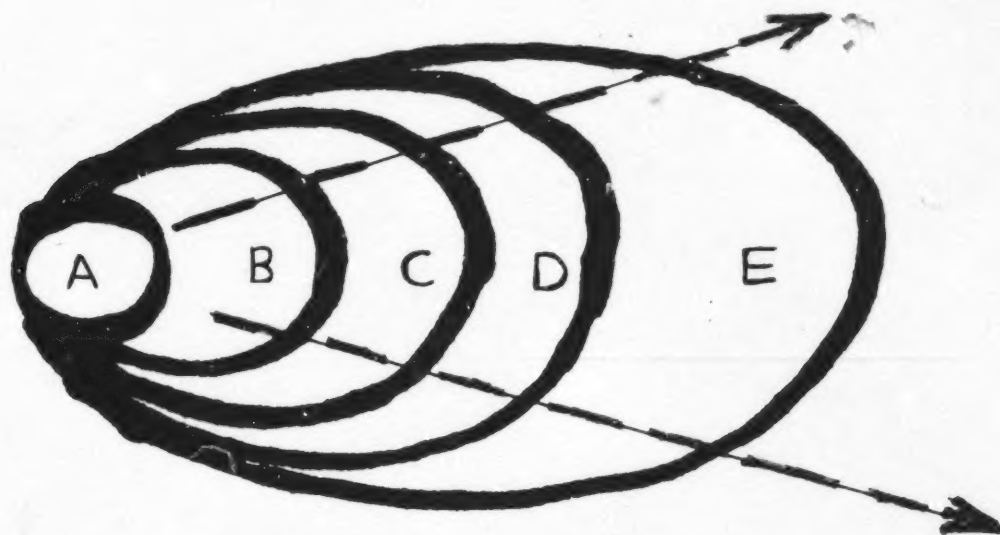


DIAGRAM I Multi-Dimensional Life Space Environments

It is an ever-expanding perspective which develops within the perceptual framework of the individual's mind as he/she matures emotionally and intellectually.

As the individual matures physically and socially, his/her life space expands to encompass previously non-perceived natural/social phenomena (to be found in DIAGRAM I areas B-C-D-E). When the individual progresses outward

from A to areas B-C-D-E, he/she must find some way to relate new experiences and life space properties (feelings, objects, and sounds) to his/her established frame-of-reference; lifestyles and values.

Relating new experiences and life space properties to one's established frame-of-reference is accomplished by associating them with previous knowledge/learned skills, direct and vicarious experiences, and life space properties. IF there is a positive mix of old/new experiences and life space properties - then the individual integrates them into his/her field-of-reference and proceeds, with a sense of security and fullness, into the unknown (of areas B-C-D-E). This never-ending process of advancing into the unknown- assimilating new experiences and life space properties into one's frame-of-reference is akin to PAC-MAN racing around the video board gobbling-up all the energy pellets that he can find.

IF a negative mix results; that is, if old/new experiences and life space properties clash and result in conflict or rejection, the individual becomes reluctant to further explore the unknown reaches of areas B-C-D-E. Positive mixes encourage global citizenship and involvement, while negative mixes discourage these attitudes/behaviors.

Thus, if educational programs seeking to encourage global perspectives among students do not provide for positive mixes of old/new experiences and life space properties -- then they will fail to accomplish clearly defined goals.

HELF blends together elements of environmental education, global studies, and the social studies to create learning experiences which expose students to the world(s) about them, and to make them aware of today's global problems -- tomorrow's crises.

There are several instructional strategies and material presentation techniques which can be used to affect student awareness/exposure/perceptions.

AUDIOVISUALS. Sound films, filmstrips/cassettes, slides/cassettes, and video tapes present vicarious exposure and experiences via life-like sights and sounds.

CULTURE STUDIES. Students select nations and conduct in-depth research of the historical development/ characteristics of the culture/ social organization.

Reports can be developed and presented orally or visually on video tape. Cultural pageants can be acted out and recorded.

CURRENT EVENTS. Daily and/or weekly investigations of global issues/situations.

Students can conduct research of

given topics by collecting magazine/newspaper articles, listening to radio newscasts, and watching television broadcasts.

Reports can be developed -- covering extended periods-of-time.

FIELD TRIPS. Short-term or day-long excursions into given natural/social environment areas.

These excursions provide students with direct experiences and exposure -- for purposes of affecting their awareness and concept development.

GUEST SPEAKERS. Individuals visit classrooms or meet with students within the community environment to discuss personal experiences/impressions re: life in foreign lands, and to nurture student awareness-inquiry-and understanding.

MODEL UN. Students identify with specific nations, develop resolutions re: specific international issues, and

role-play diplomats at mock meetings of the General Assembly and Security Council.

Students research the culture/economic/military/political ideologies of selected nations.

PAM. The PROACTIVE ACTION MODEL for critical thinking and decision making provides opportunities for students to identify global issues/problems, collect data, propose solutions, and role-play action plans for conflict resolution.

RESEARCH. Using the several steps in the so-called scientific method to identify global issues/problems, and familiarize themselves with past global accomplishments.

SAMPLE UNIT

AREA OF STUDY	Global Environments
CONCEPT	Pollution
PURPOSE	To acquaint students with types of natural/social environmental pollution on a global scale, and with abatement programs
ACTIVITIES	1. Audiovisual software/hardware are used to expose students to global pollution problems. 2. Audiovisual software/hardware are used to expose students to worldwide natural/social environments. 3. Students investigate various forms of environmental pollution. Reports are developed. Audiovisuals can be used as part of the presentation. 4. Students select countries of the world and research existing pollution problems--and the available means/methods to correct them. 5. Students are taken on field trips into the community -- to observe existing pollution problems and their planned solution. 6. Guest speakers visit classrooms to discuss their experiences with environmental pollution and control/management programs. 7. Students identify a polluted site within the local community/region and conduct a before-after clean-up project.

THE ROLE(S) OF THE TEACHER

What is the role of a classroom teacher in a continuous-integrated-sequential curriculum? What are the implications for classroom teachers in a global perspectives-developing instructional process?

A continuous-integrated-sequential curriculum is an ongoing (multiple grade) program of study which is fused with specific disciplines-of-knowledge (such as the social studies) and follows a logical progression of affective/cognitive domain development (from grade-to-grade) which corresponds with the emotional and intellectual development of students.

The continuous-integrated-sequential curriculum design requires that, at any given grade, the classroom teacher function not only as a disseminator of information, a facilitator of skills development, and a supervisor of project activities, but also as a coordinator of continuous learning -- from grade-to-grade. The teacher receives students from lower grades -- fully equipped with prescribed attitudes/knowledge/skills, prepares them at the grade level of his/her primary responsibility, and then passes them along to others for more-sophisticated knowledge acquisition/skills development and enrichment. In this multi-grade process scheme, it is critical that

the classroom teacher notes the entry level and exit level abilities/skills of each student, on a detailed checklist which follows the individual student through the several grades, to insure that all criteria are met.

A global-based, eco/social studies program of instruction requires that the classroom teacher possess some in-depth knowledge/understanding re: environmental education, culture studies, and historical timelines.

Where does the average classroom teacher gain such insights/knowledge -- especially if it has not been part of one's formal teacher training?

1. Enrollment in undergraduate/graduate level courses;
2. Participation in the local school system's staff development program;
3. Organization-sponsored weekend workshops;
4. College/university-level summer, funded institutes;
5. Fulbright summer seminars to foreign nations;
6. Foreign culture study trips such as the annual group excursion to Japan sponsored by the National Council for the Social Studies (NCSS);

7. Personal travel during
vacations.

Whichever course-of-action, or whatever combination of alternative training possibilities one chooses to pursue, the fact remains:

A TEACHER WHO HAS NOT DEVELOPED DIRECT/VICARIOUS AWARENESS OR GAINED DIRECT/VICARIOUS EXPOSURE TO DIVERSE CULTURES/ENVIRONMENTS CANNOT ADEQUATELY DEVELOP IN OTHERS GLOBAL PERSPECTIVES WHICH THEY, THEMSELVES, DO NOT POSSESS!

Classroom teachers must be flexible; they must be able to deal with students of diverse abilities/interests in a wide variety of learning situations. Whether it be lecture, discussion, group activities, one-to-one tutoring, or field-based studies, the teacher must not only impart knowledge - but must also take an active role as learner. He/she must allow students the freedom to inquire, to experiment, to learn -- and be willing to discover and learn along with them.

RESOURCES

There are several national clearinghouses and organizations which can provide classroom teachers with a variety of print/non-print materials related to environmental education, global studies, and the social studies. Among the clearinghouses and organizations are:

CENTER FOR TEACHING INTERNATIONAL RELATIONS/
GRADUATE SCHOOL OF INTERNATIONAL STUDIES

University of Denver

Denver, CO 80218

CENTER FOR WORLD STUDIES

Eisenhower College - Rochester Institute of
Technology

Seneca Falls, NY 13148

GLOBAL PERSPECTIVES IN EDUCATION, INC.

218 East 18th Street

New York, NY 10003

GLOBAL TOMORROW COALITION

1525 New Hampshire Avenue, NW

Washington, DC 20036

NATIONAL COUNCIL FOR THE SOCIAL STUDIES

3501 Newark Street, NW

Washington, DC 20016

POPULATION REFERENCE BUREAU, INC.
2213 M Street, NW
Washington, DC 20037

THE POPULATION INSTITUTE
777 United Nations Plaza
New York, NY 10017

THE SOCIAL STUDIES TEACHER
Box 189
Oviedo, FL 32765

UNITED NATIONS ASSOCIATION OF THE U.S.A.
300 East 42nd Street
New York, NY 10017

UNITED NATIONS FUND FOR POPULATION ACTIVITIES
220 East 42nd Street
New York, NY 10017

WORLDWATCH INSTITUTE
1776 Massachusetts Avenue, NW
Washington, DC 20036

WORLD POLICY INSTITUTE
777 United Nations Plaza
New York, NY 10017

REMARKS

Only by exposing students to the global environment; directly and vicariously, can strides be made in the development of global citizens.

Exposure to global natural/social environments leads to understanding and tolerance which, in turn, leads to cooperation and mutual respect.

By putting into practice what has been learned, students develop the concept: global citizenship, in both real-life and simulated situations.

Once the global citizenship concept has been internalized, by the individual, there is a need for reinforcement with practice in real-life and simulated situations.

The eco/social studies teacher must possess some personal awareness/understanding re: global cultures/environments. The teacher must be actively involved with student learning, and he/she must participate in this process as a learner as much as a disseminator of information.

A handwritten signature in dark ink, appearing to read "Peters", is located in the lower right quadrant of the page.

NOTE

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For those readers who are interested in a detailed discussion of the PROACTIVE ACTION MODEL for critical thinking and decision-making, they are referred to the following ERIC documents prepared by this author.

ECO/SOCIAL STUDIES: A Strategy to Develop
Global Perspectives and Relationships Among
Nations and Between Humans and Their Natural/
Social Environments

ED 207 816

INFUSING GLOBAL AWARENESS COMPONENTS OF
ENVIRONMENTAL EDUCATION PROGRAMS INTO THE
KINDERGARTEN - GRADE TWELVE SOCIAL STUDIES
CURRICULUM: Affecting Student Awareness and
Perspectives

ED 205 392

TEACHING STUDENTS TO BE PROACTIVE CHANGE
AGENTS IN A GLOBAL AGE: A New Direction
for Preservice and Inservice Education

ED 207 952

A VIEW OF TOMORROW'S WORLD: The Need to
Develop Student Perceptions of Global
Interdependence and Environmental Stewardship

ED 204 174

FROM FOREIGN AID TO FOREIGN TRADE: Developing
Proactive Student Awareness and Understanding
of the Economic and Political Growth and
Influence of Nations Within the Global Community

ED 218 169

PERCEPTIONS OF THE YEAR 2000:
Developing the Critical Analysis
Skills and Time Reference Perspective
of Proactive Action Students in
Environmental and Global Education
Curricula

ED 212 483

PROACTIVE STUDENTS IN GLOBAL EDUCATION:
Understanding the Third World - A Moving
Force in Our Lives (THE STUDENT)

ED 211 357

PROACTIVE STUDENTS IN GLOBAL EDUCATION:
Understanding the Third World - A Moving
Force in Our Lives (THE TEACHER)

ED 211 493

TWENTY-FIRST CENTURY TECHNOLOGY AND THE
GLOBAL ENVIRONMENT: Developing A Cause/
Effect Relationship Perspective Among
Proactive Action Students

ED 213 592

THE OCEANS OF THE WORLD - A NATURAL
RESOURCE TO MAN: Developing Proactive
Student Awareness of and Perceptions
About the Interrelationships Between
the Oceans of the World and the Global
Community of Man

SE 037 126 ERIC Clearinghouse -OHIO STATE UNIV.

THE GLOBAL ENERGY CRISIS - TODAY
AND TOMORROW: Developing Proactive
Action Student Awareness and
Understanding About Finite Fuels
and Alternative Energy Sources in
A Global Age

ED 213 597

DEVELOPING PROACTIVE ACTION STUDENT
AWARENESS ABOUT AND NEED FOR GLOBAL
ENVIRONMENTAL STEWARDSHIP: Application
of the Humans and Environment Learning
Program (HELP) to Elementary/Secondary
Social Studies Curricula

ED 216 905